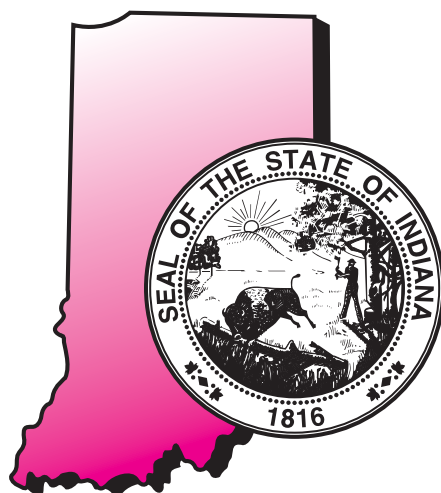


# ***ISTEP+* Fall 2008**

Indiana Statewide Testing for Educational Progress

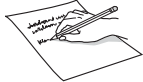
English/Language Arts • Mathematics  
**Grade 4**



Indiana Department of Education

Web Version

Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.



Whenever you see this picture, you will be doing a writing activity. Your writing will be scored on how clearly you write and how well you get your ideas across. Your writing will not be scored on your personal opinions. Be sure to check your writing for correct grammar, spelling, punctuation, and capitalization.

**NOTE:** Only your writing on the lined pages in this book will be scored.

**Acknowledgments:** CTB is indebted to the following for permission to use material in this book.

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# Test 3: English/Language Arts

## Pick a Room

Read the information in the box. Then do the writing activity.

Think about all the different rooms in your school. In which room would you like to spend an entire day? Tell about that special room.

### Pre-Writing Activity

- Use the boxes on the next page to help you plan your writing.
- Be sure your writing has a beginning, a middle, and an end.
- Be sure to include details to make your writing interesting.
- Here are some questions to help you in your writing:
  - ✓ What does the room look like?
  - ✓ What is special about the room?
  - ✓ How would you spend the day in this room?
- If you need more paper to plan your writing, ask your teacher.

**NOTE:** Only your writing on the lined pages in this book will be scored.

Go On



Plan your writing. If you need more paper to plan your writing, ask your teacher.

## Pick a Room

What does the room look like?

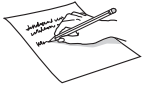
What is special about the room?

How would you spend the day in this room?

Go On



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DO NOT WRITE HERE ↓

DO NOT WRITE HERE ↓

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# Test 3

DO NOT WRITE HERE

DO NOT WRITE HERE

DO NOT WRITE HERE

DO NOT WRITE HERE

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DO NOT WRITE HERE

DO NOT WRITE HERE

Go On



Now check your writing using this Editing Checklist.

## Editing Checklist

- 1 Have you started each sentence with a capital letter?
- 2 Have you capitalized names of people and places?
- 3 Have you used correct punctuation?
- 4 Have you spelled all words correctly?
- 5 Does the action word (verb) of your sentence agree with the subject?

Examples: Tom plays at the park.

They play at the park.

- 6 Have you used the correct form of your action words (verbs)?

Examples: Jan plays today.

Jan played yesterday.

Jan will play tomorrow.

- 7 Have you written complete sentences?



STOP! --- STOP! --- STOP! --- STOP! --- STOP!

# Test 4: English/Language Arts

## Directions

For Test 4, you will read an article and a story. You will answer questions about what you have read. Then you will do some writing.

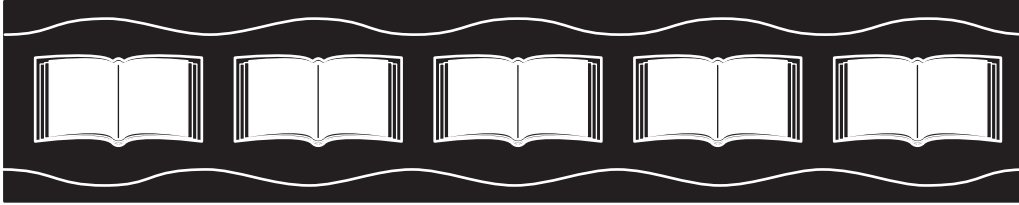
First, you will read the article. “What Good Is a Book Report?” is an article that tells about the reasons for reading and writing book reports.

Now read “What Good Is a Book Report?” and answer Numbers 1 through 7. You may look back at the article as often as you like.

Go On







# What Good Is a Book Report?

by Elizabeth James and Carol Barkin

- 1 You probably think that you would never bother to write a book report unless your teacher assigned it for class. You may be right. But book reports can be very useful.
- 2 Thousands of new books are published every year. And that means that there are hundreds of thousands of books available for you to read. That's a lot! Even if you never did anything but read, you would not be able to read every book in the world.
- 3 So how can you decide which book to read? How can you tell if it's a book you will enjoy?
- 4 This is a difficult problem. But maybe listening to someone else's book report would help you. After all, a book report tells what a book is about and whether one person thinks it's any good.
- 5 Suppose there is a book called *Kingdom of the Lions*. And suppose you've been wondering if this is a book you'd like. But you don't even know what kind of book it is. Is it a book of facts about lions in Africa? Is it a made-up story about a character named King Lion and what happens to him? Or could it be an adventure story about a planet where all the "people" are lions?

Go On



- 6 One way to find out is to ask someone who's read it. Your first question might be, "What kind of book is it?" But there are probably other questions you'd like to ask about the book. Reading a book report can give you the answers.
- 7 For a nonfiction book (*nonfiction* means it provides information about real things or real people), a book report can tell you whether the information is accurate. You probably wouldn't want to bother reading a book that doesn't have correct facts. You also might not want to read it if the book report says it is confusing or hard to understand. In that case, you'd want to find a better book on that subject.
- 8 What about fiction books? (*Fiction* means stories that are made up.) A book report tells part of the story, so you know what it is about. Also, the report gives one person's opinion of the book. For example, is the story exciting, or too slow and boring? Did the person who read the book care about what happened to the characters?
- 9 Of course, even if a classmate says a book is great, you may not like it at all. Or you might love a book that someone else thinks is terrible. But a book report is useful because it lets you know what a book is about and what one person thinks of it.



- 1 What is the MAIN message of this article?
- ☐ Information in books may not be accurate.
  - ☐ Fiction books are stories that are made up.
  - ☐ Book reports are good school assignments.
  - ☐ Book reports can help people choose books.
- 2 In which paragraph can a reader find a definition of the word *nonfiction*?

- ☐ Paragraph 1
- ☐ Paragraph 4
- ☐ Paragraph 7
- ☐ Paragraph 9

- 3 Using information from the article, describe a “fiction” book and a “nonfiction” book.

TERM	DEFINITION
fiction book	
nonfiction book	



4 Read this sentence from the article.

**In that case, you'd want to find a better book on that subject.**

Which of these is closest in meaning to "In that case"?

- ☐ If that locked
- ☐ To have a job
- ☐ If that happened
- ☐ To have an argument

5 Which sentence from the article gives the BEST reason to read a book report?

- ☐ "Reading a book report can give you the answers."
- ☐ "Thousands of new books are published every year."
- ☐ "Even if you never did anything but read, you would not be able to read every book in the world."
- ☐ "But a book report is useful because it lets you know what a book is about and what one person thinks of it."

Go On



- 6 Suppose you have heard about a new book called *Life in a Tree*. According to the article, what are TWO different questions about this book that a book report might answer?

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

- 7 According to the article, what is the MOST important question to answer when writing a book report?

- ☐ Is the book fiction or nonfiction?
- ☐ How long does it take to read the book?
- ☐ What is the book about, and is it a good one?
- ☐ Who wrote the book, and how long did it take to write?



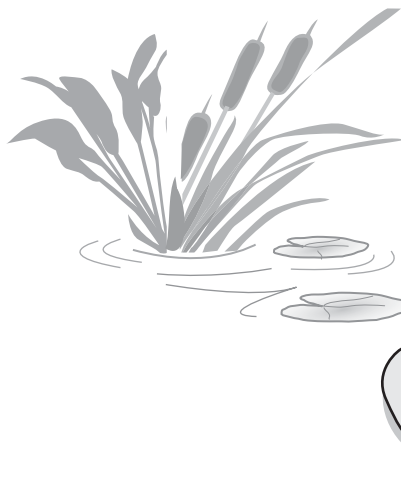
# English/Language Arts

## Directions

Have you ever tried to care for a new pet? Next you will read “A Home for Hoppy,” a story about a boy who finds a frog and takes it home. Read the story. Then answer Numbers 8 through 15. You may look back at the story as often as you like.

Go On





# A Home for Hoppy

by Lorraine A. Jay

Bryan raced into the kitchen. “Dad! Look!” he called. The screen door bounced closed behind him. “I found the *best* pet at the creek!”

He held up a goggle-eyed bullfrog for his dad to see. “I named him Hoppy.”

Dad bent down for a closer look. “Hello there, handsome,” he said.

Bryan giggled. “Do you think Hoppy will like it here?” he asked.

**tousled = messed up**

Dad tousled Bryan’s hair. “Why don’t you keep him for a while, and then we’ll see how he’s doing.”

“OK,” said Bryan. “Come on, Hoppy. I’ll show you my room.”

Bryan searched his closet for a shoebox. Using a pen, he poked air holes in the top. On the sides of the box he wrote H-O-P-P-Y.

“Welcome to your new home,” he said. “In you go, Hoppy.”

“Lunch is ready!” Dad called from the kitchen.

Bryan ate his peanut butter sandwich, saving little pieces for Hoppy.

Go On



“Are you hungry?” Bryan asked. He lifted his frog out of the box and put the sandwich bits on the floor in front of him. “Eat up, Hoppy,” he said.

Bryan watched . . . Hoppy didn’t eat.

Bryan waited . . . Hoppy just sat and stared.

“Maybe he’s not used to sandwiches,” said Bryan.

“I’m sure you’re right,” agreed Dad.

“Let’s play outside, Hoppy,” Bryan said. “Maybe you need exercise.”

In the sandbox, Bryan built an obstacle course. He made hills and tunnels with the sand. He used toys to make hurdles and walls.

Bryan explained the course to Hoppy. “First you jump here to there—then up and over—then one giant hop—*TAA-DAAH!*—to the finish line.”

He put Hoppy on the starting line. “Ready? Get set . . . GO!”

Bryan cheered . . . Hoppy didn’t move. Bryan cheered and clapped . . . Hoppy sat and stared.

Bryan put Hoppy back in the box and carried him into the house. “I think Hoppy’s tired,” he told his dad. “I’m going to make him a cozy bed.”

Bryan went to the closet where the old newspapers were kept. He tore strips of paper and crunched them into the box. He put Hoppy on his new bed.

“Are you comfortable?” he whispered through the air holes. “I’ll tell you a story to help you sleep.”

When the story was finished, he lifted the lid carefully, just a tiny bit, and peeked inside. Hoppy was still awake.

Go On





"Can't you sleep?" Bryan whispered.

Hoppy just sat . . . and stared.

Bryan sat, too. Holding Hoppy on his lap, Bryan sat thinking.

"How are you and Hoppy getting along?" Dad asked, passing by in the hall.

"Hoppy doesn't want to eat peanut butter," Bryan said. "He doesn't want to sleep in a box, either." Bryan jumped to his feet. "Come on, Hoppy," he said. "I know what you want."

A little later, Bryan raced into the house looking for his dad.

"Whoa!" said Dad. "What's the hurry? And where's Hoppy?"

"I took him back to the creek," Bryan said. "He was sure glad to be home!"

"How could you tell?" Dad asked.

"Well," said Bryan, "when I put Hoppy down, he jumped across three rocks to the middle of the creek. He caught a fly on his tongue and ate it. Then, guess what!"

"What?"

Bryan grinned. "Just before Hoppy jumped into the water, I think I saw him smile at me."



Go On



8 Read this sentence from the story.

**He tore strips of paper and scrunched them into the box.**

What is another word, or synonym, for *scrunched*?

- ☐ crumpled
- ☐ folded
- ☐ placed
- ☐ threw

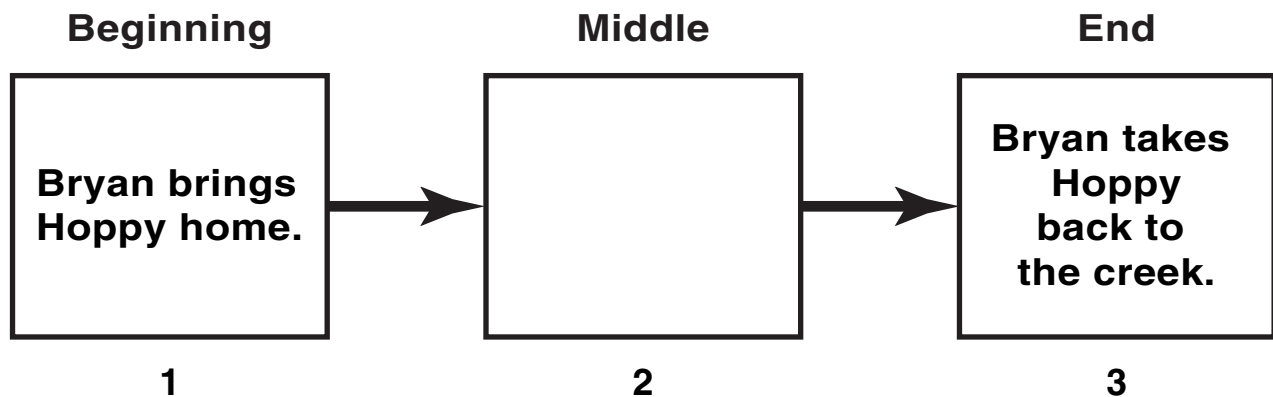
9 Using information from the story, choose the word that BEST describes Bryan.

- ☐ kind
- ☐ quiet
- ☐ funny
- ☐ proud

Go On



**10** Look at the information in the boxes below.



Which of the following BEST belongs in Box 2?

- ☐ Bryan sees Hoppy smile.
- ☐ Bryan tries to feed Hoppy a fly.
- ☐ Bryan tells his father about Hoppy.
- ☐ Bryan tries to make Hoppy feel comfortable.

**11** Why does Bryan MOST LIKELY take Hoppy back to the creek?

- ☐ He wants to feed Hoppy.
- ☐ He wants to make Hoppy happy.
- ☐ He wants to teach Hoppy to jump.
- ☐ He wants to take Hoppy swimming.



- 12** Hoppy acts DIFFERENTLY when he is Bryan’s pet than he acts at the creek. Fill in the chart below to show ONE way that Hoppy acts differently.

When Hoppy is Bryan’s pet, he	When Hoppy is at the creek, he
 <hr/>	 <hr/>
 <hr/>	 <hr/>
 <hr/>	 <hr/>

- 13** What will Bryan MOST LIKELY do the next time he finds a frog in the creek?
- ☐ He will make the frog his pet.
  - ☐ He will give the frog some flies.
  - ☐ He will bring the frog to school.
  - ☐ He will leave the frog where it is.



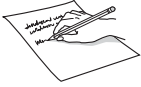
- 14** A scientist is someone who makes a guess about something then tests the guess to see if it is right. In the story, “A Home for Hoppy,” Bryan makes a lot of guesses. Then he tests to see if the guesses are right.

Using information from the story, complete the chart of Bryan’s guesses and tests below.

Bryan guesses that	Bryan tests this guess by
Hoppy is hungry.	giving Hoppy bits of sandwich.
Hoppy needs exercise.	
	making a bed for Hoppy.
	reading a story to Hoppy.



15



Suppose you go to the creek where Bryan finds Hoppy. You might find many kinds of animals there.

Write a story about going to the creek and finding an animal. What kind of animal do you find? What do you do when you find the animal? What guesses do you make about what to do for your animal? How do you test your guesses?

Use the chart on the next page to help plan your writing. Then do your writing on the two lined pages following the chart. Using the Editing Checklist on page 25, check your writing for correct grammar, spelling, punctuation, and capitalization. **Remember, your writing should be well organized and have a beginning, a middle, and an end.**

**NOTE:** Only your writing on the lined pages in this book will be scored.

Go On



Pre-Writing/Planning

Beginning

Middle

End



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DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑

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**Go On**





Now check your writing using this Editing Checklist.

### Editing Checklist

- 1 Have you started each sentence with a capital letter?
- 2 Have you capitalized names of people and places?
- 3 Have you used correct punctuation?
- 4 Have you spelled all words correctly?
- 5 Does the action word (verb) of your sentence agree with the subject?

Examples: Tom plays at the park.

They play at the park.

- 6 Have you used the correct form of your action words (verbs)?

Examples: Jan plays today.

Jan played yesterday.

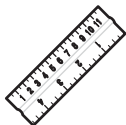
Jan will play tomorrow.

- 7 Have you written complete sentences?



STOP! --- STOP! --- STOP! --- STOP! --- STOP! ---

Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.



If you see this symbol, use your ruler as a straightedge or to solve the problem.



If you see this symbol, use your punchout shapes to solve the problem.



If you see this symbol, use your punchout coins to solve the problem.

# Test 7: Mathematics

Since you may receive partial credit for many of the problems, it is important to show ALL work in the spaces provided in this book. When you see the words **Show All Work**, be sure to

- show all the steps needed to solve the problem
- make your handwriting clear and easy to read
- write the answer on the answer line

- 1 The numbers below show the weights, in pounds, of different green sea turtles.

402   165   371   259   293

On the lines below, list the turtle weights in order from GREATEST to LEAST.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

On the line below, write down a number which is LESS than 410 and GREATER than the first number in your list.

Answer \_\_\_\_\_

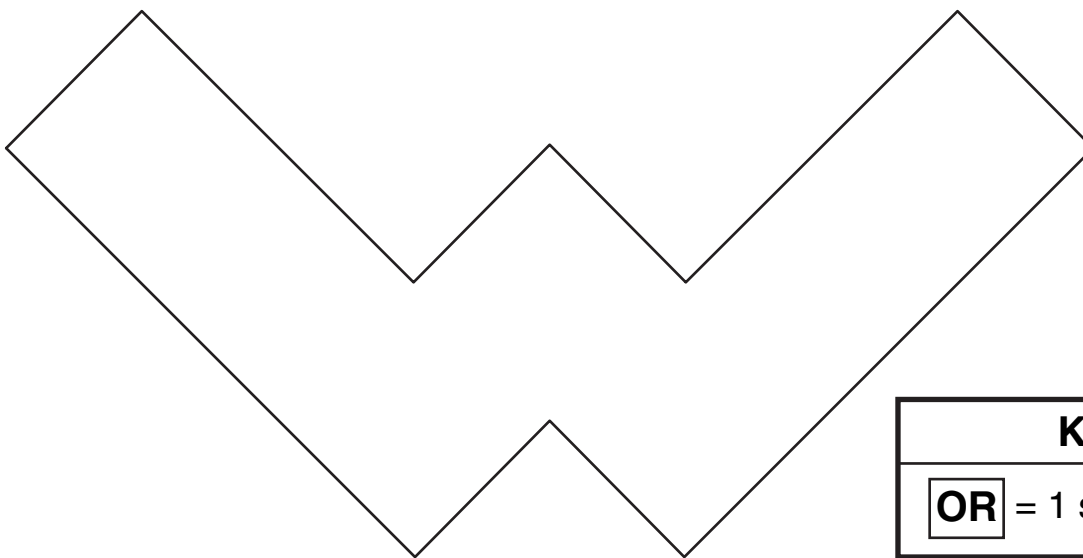
Go On 

2



Use your orange (OR) punchout shape to solve this problem.

Wendy has 4 “W” stickers like the one shown below.



**KEY**

**OR** = 1 square inch

Wendy uses all 4 stickers on her journal with none of the stickers touching another sticker.

What is the TOTAL AREA, in square inches, the stickers will cover?

**Show All Work**

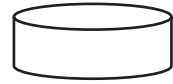
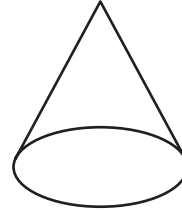
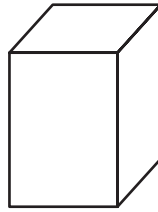
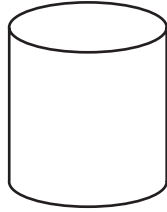
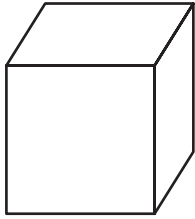
**Answer** \_\_\_\_\_ square inches

**Go On**



3 Use the following names to label each shape below.

cone, prism, cube, cylinder



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- 4 The table below shows how many fifth- and sixth-grade students went to the History Museum on Wednesday, Thursday, and Friday of last week.

**History Museum Visitors**

Day	Number of Fifth-Graders	Number of Sixth-Graders
Wednesday	346	511
Thursday	587	348
Friday	172	624

On the lines below, explain how to use ESTIMATION to find which day had the greatest TOTAL number of students visit the museum. Be sure to include which DAY had the greatest total number of students.

---



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Go On



- 5 In a game of darts, Julie scored 85 points, Trish scored 102 points, and Will scored 76 points.

On the line below, write a number sentence to show how many MORE points Julie scored than Will.

Number Sentence \_\_\_\_\_

The game is over when one person scores 300 points.

On the line below, write a number sentence to show how many MORE points Trish must score to win the game.

Number Sentence \_\_\_\_\_



6 Look at the numbers below.

819

83

206

54

791

What is the sum of the GREATEST ODD number and the LEAST EVEN number?

Show All Work

Answer \_\_\_\_\_



STOP! STOP! STOP! STOP! STOP!



# Test 8: Mathematics

Since you may receive partial credit for many of the problems, it is important to show ALL work in the spaces provided in this book. When you see the words **Show All Work**, be sure to

- show all the steps needed to solve the problem
- make your handwriting clear and easy to read
- write the answer on the answer line

- 1** An office secretary is dividing 18 magazines equally among 6 meeting rooms.

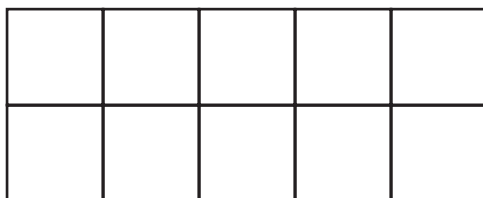
How many magazines will be placed in each room?

**Show All Work**

**Answer** \_\_\_\_\_ magazines

Go On 

- 2 A diagram of a quilt Dawn is making is shown below. Dawn plans to use red squares for 0.7 of the quilt.



Mark an X on the squares in the diagram that need to be red in order to show one way Dawn could make 0.7 of the quilt red.

On the line below, write a fraction that has the same value as 0.7.

Answer \_\_\_\_\_

Go On



- 3** Luis makes wooden boats and planes. He uses nails to hold the pieces of wood together. The tables below show the number of nails that Luis needs to make different numbers of boats and planes.

**Wooden Boats**

Number Made	Number of Nails
1	5
2	10
3	15
4	20

**Wooden Planes**

Number Made	Number of Nails
1	2
2	4
3	6
4	8

Luis has 52 nails. How many nails will Luis have LEFT if he makes 6 boats and 8 planes?

**Show All Work**

**Answer** \_\_\_\_\_ nails

Go On 

- 4 In the place-value charts below, show two DIFFERENT ways to represent the number seven hundred fifty-two.

hundreds	tens	ones

hundreds	tens	ones

Go On

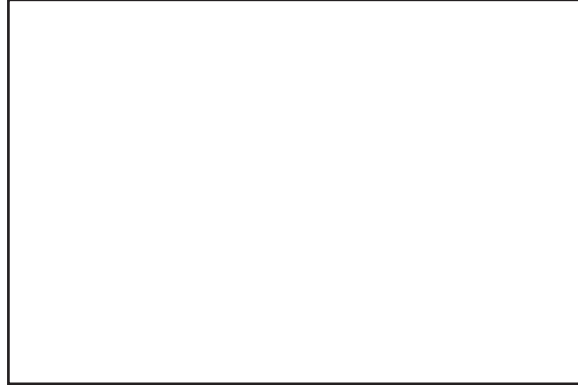


5



Use your orange (**OR**) punchout shape to solve this problem.

Melissa divided the rectangle below into sections of the same size and shape as your orange (**OR**) punchout shape.



If she drew 4 stars in each section, how many stars did Melissa draw IN ALL?

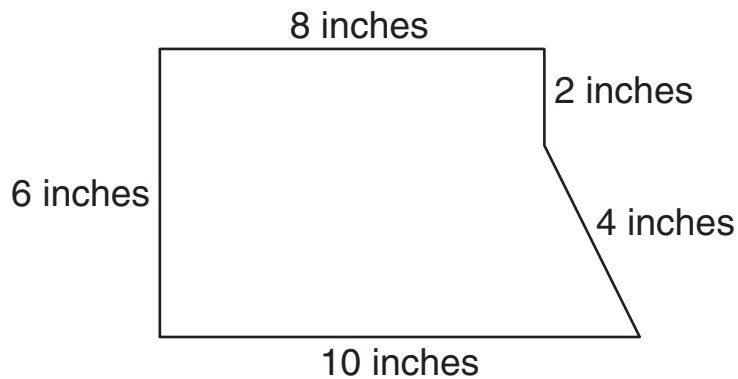
**Show All Work**

**Answer** \_\_\_\_\_ stars

Go On



- 6 What is the perimeter, in inches, of the figure shown in the diagram below?



Show All Work

Answer \_\_\_\_\_ inches



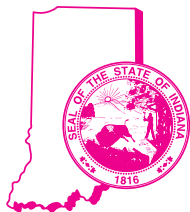
**ATTENTION!** Please do not leave your punchouts in this book.



STOP! STOP! STOP! STOP! STOP!

# Response Book for Grade 4

## English/Language Arts • Mathematics



Indiana Department of Education

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